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HOW TEACHERS MAY USE FARMERS' BULLETIN 1121: FACTORS THAT MAKE FOR SUCCESS IN FARMING IN THE SOUTH

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THE TEACHING OF AGRICULTURE in any community should have a vital connection with the problems of the farms of that community. Pupils are interested in those things about which they have some knowledge. The type of agriculture practiced in the community can be used to the best advantage in teaching. Therefore the teacher should organize the available subject matter which is of community interest and present it in such a manner that it will touch closely the life and experiences of the pupils. In order to do this the teacher should be familiar with the agricultural interests of the community.

For the purpose of assisting teachers in work of this kind circulars suggesting how teachers may profitably use information contained in certain publications of the United States Department of Agriculture are prepared from time to time. It is hoped that these circulars will serve to improve methods of instruction in agriculture and related subjects in the schools and that a closer relation will be established between the work of the school and the interests of the community.

While these circulars are prepared more especially for teachers in elementary schools, they may serve as a basis for instruction in agriculture in secondary schools in urban as well as in rural schools.

From the proper presentation of the topics of this circular it is believed that pupils will derive valuable information regarding some of the essential factors that make for success in farming in the South.

FACTORS THAT MAKE FOR SUCCESS IN FARMING IN THE SOUTH.

Range of use.—This bulletin may be used in any rural or urban school that is making an attempt to understand the economic basis of success in farming in the South. It is excellently well adapted to agricultural high-school courses and should prove of great assistance to those engaged in directing farm activities. It treats of foundation facts in success in farm management and therefore should be used in agricultural courses whenever possible.

Relation to the course of study.—This bulletin should be used in connection with classroom work in farm management and farm economics. A more scientific management of our southern farming operations is sadly needed. With its diagrammatic surveys of southern farms the bulletin offers many helpful suggestions and useful deductions.

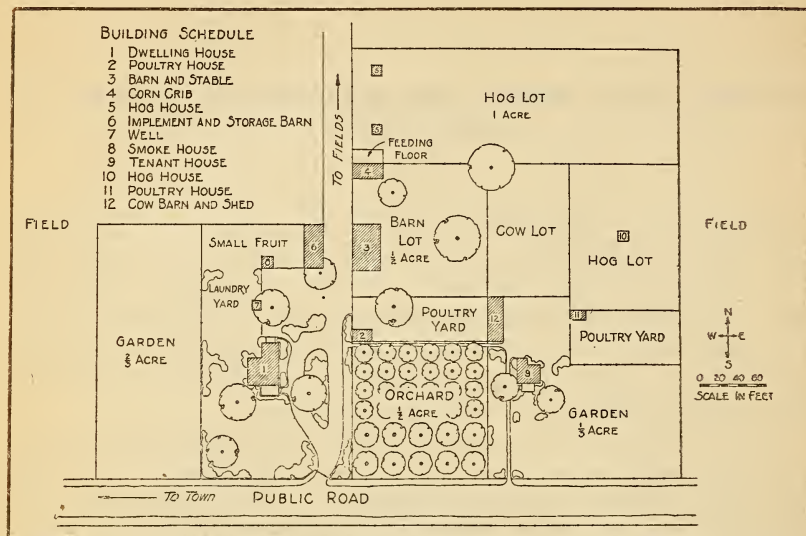
Illustrative material.—Many of the State agricultural colleges have published farm surveys of limited areas. These surveys, used in conjunction with this bulletin, will enable the student to form a correct perception of farming needs in his own immediate neighborhood. The census for 1920 is publishing much along the line of farm statistics. The figures obtainable for any State may easily be worked up into a diagrammatic chart similar to those exhibited in the bulletin. What this bulletin has done for a certain restricted area could be duplicated for any other area under school direction. The value to the community of such facts, obtained and presented by the school, is incalculable.

Suggestions to the teacher.—The use of diagrams requires some familiarity on the part of the student with the construction and scope of this common method of presenting economic farm conditions. The diagram is a means of visual instruction in presenting statistical conditions. Other forms of diagrams than those presented in this bulletin will readily occur to the teacher and should be employed whenever they can be used to advantage. Special class training in the making of simple diagrammatic representation of conditions is valuable and should be indulged whenever possible.

Study carefully the diagram herewith of the layout of a southern farmstead.

Compare with farmsteads located near the school and suggest any changes advisable to meet local conditions.

Could the location of the hog lots be changed to advantage?



Suggested layout for southern farmstead. (Grouping prepared by Division of Rural Engineering, Bureau of Public Roads.)

What sort of garden should be planted in the southeast corner?

Is it advisable to have two chicken yards?

If a silo were used, where should it be located?

Topics for study—

I. Farm records. Pages 3, 4.¹

- (1) Importance of farm records.
- (2) Range of farm records.
- (3) Summary of farm records.

Collateral study.—Prepare a table similar to that given on page 4 for the home farm or for some neighboring farm. It may be necessary to get an approximation for several items, but care should be used that statements are as exact as possible.

Thought questions.—1. Why is it well to keep farm accounts? 2. In what three things does a farmer invest his capital? 3. What is meant by efficiency? 4. How complicated should farm records be? 5. What is understood by fixed capital? By working capital?

II. Variations in farm incomes. Pages 5-8.

- (1) Quality of business.
- (2) Crop yield per acre.
- (3) Diagrams of variation.

Collateral study.—Select some well-conducted farm in the school neighborhood for study and report upon its returns in crop yields per acre, returns per head of live stock, and returns in productive work per man and per work animal.

¹ References in this synopsis are to Farmers' Bulletin 1121.

Increase due to crop yield.

Name of farm.	Main crop.	Number of acres.	Yield per acre.	Cost of production.	Income.
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Influence of rotation of crops.

Name of farm.	Crops rotated.	Yield per acre.	Cost of production.	Profit due to rotation system.
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Influence of farm enterprise.

Name of enterprise.	Number of acres used.	Yield per acre.	Cost of production.	Profit or loss.	Suggested changes in enterprise.
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Practical exercises.—1. Arrange a series of simple account forms that would be suitable for use by farmers in the school neighborhood.

2. Make simple inventories for at least six farms that will show the farmer his exact economic standing at the beginning of the planting year.

3. Formulate a simple labor expense account that will show the farmer whether he is using labor efficiently or not.

4. Study the neighboring farmsteads, make working drawings of same, and discuss in class any changes that would be likely to increase the farm income.

5. Select two farms as nearly alike in value and equipment as possible. Obtain permission to keep the farm accounts for a year. Compare results and tabulate same.

6. Select two different legume crops grown in the neighborhood. Estimate the cost of production of each and their relative values toward increasing farm incomes.

7. Obtain permission to select the seed corn from some corn farmer. Preserve and test enough of this to plant 1 acre for further selection next year. Repeat this under school direction for at least three years. Note the improvement obtained.

8. Study the rotation systems of farms in the school neighborhood. Suggest three, four, and five year rotations.

9. Study the latest types of farm implements suitable for cultivating crops grown about the school.

10. Classify the general farm enterprises in the neighborhood and suggest their adaptability to conditions.



